English

Lesson Plan

Level 5

Term 1

English

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Level 5
Term 1
Week 1

Lesson Plan

Communication	Reading	Writing	Assessment
None	• Text "The shrinking of tree horn" a) Moving on	• Starting points) • Using a dictionary (essential English) • Answer the questions • Types of nouns • Making plurals	None

Level 5
Term 1
Week 1
Day 1

Lesson Plan

Objective: The learners will be able to
- Read with understanding
- To develop vocabulary

Skill: Reading comprehension

Topic: The shrinking of tree horn.

Material: Board, marker, essential English, pencil

Procedure:
- General discussion and questions.
  - Do you want to listen to a story?
  - Have you ever found and position that could make you shrink?
  - Be ready for a story?
- Topic and essential English page 4
- Pair work: After reading some of the lines teacher will ask true/false, question/answer, blanks and summary of the story.

Moving on: Page 5, task 1
After finishing the story teacher will ask questions from moving on.

Follow up: Write four sentences about "Tree horn"

Level 5
Term 1
Week 1
Day 2

Lesson Plan

Objective: The learners will be able to
- Write answers of the questions
- Use the dictionary

Skill: Writing

Activity: Finding and writing

Material: Essential English, board, dictionary, class work copy

Procedure:
Warm up question: Teacher will ask few questions about the previous text.

Starting points: Elicit the starting points (Essential English) from students and make students write it in the class work copy.

Essential English: Page 5
Distribute the books, ask students to fill the blanks with the help of dictionary in book only, ask the meaning for (mountain, shield, pilot, explorer, destroy) orally.

Follow up: Find two different meanings for each of these words and write them in homework copy.
- Tear
- Fire
- Bowl
- Row
- Watch

Level 5 Term 1 Week 1 Day 3	**Lesson Plan**

Objective: The learners will be able to

- Write the answers of questions

Skill: Writing

Material: Essential English, board, class-work copy

Procedure: Teacher will ask few questions about "The shrinking of tree horn"

Essential English: Page 9

Distribute the books and ask students to give the answers of questions 1, 2 and 3 in book only and questions 4 and 5 in class work copy with the help of teacher.

Follow up: Do question 6 in homework copy, essential English page 9

Level 5 Term 1 Week 1 Day 4	**Lesson Plan**

Objective: The learners will be able to

- Understand about concrete and abstract noun.
- Know the words that end with ar, er, or and words that begin with ex.

Skill: Writing

Material: Essential English, class work copy, board

Procedure: Ask students

- What are nouns?
- Do you know the types of nouns?
- Explain the concept of concrete and abstract noun and ask students to give examples.

Essential English: Page 13

Distribute the books and ask students to categorize the nouns in their right columns ask students to tell you some words that end with ar, er, or and write examples on board first and then ask students to write in books only.

Written work: Ask students to write task 2, page 13 more about nouns in class work copy.

Follow up: Write task 2 words beginning with 'ex' in homework copy (Essential English page 12)

Level 5 Term 1 Week 1 Day 5	**Lesson Plan**

Objective: The learners will be able to know the rules for plurals.

Activity: Making more than one.

Material: Essential English, class work copy, board marker.

Procedure:
Presentation: Teacher will write the following words on the board and will ask students to make them more than one (Dog, church, baby, knife, radio, potato and foot)

Explanation: Teacher will explain all the seven rules of plurals and will elicit examples from them.

Written work: Essential English page 13
Students will write seven rules with five examples each in class work copy.

Feed back:
Follow up: Make the following words plural.
(Dog, church, baby, knife, radio, potato)

Level 5
Term 1
Week 2

Lesson Plan

Communication	Reading	Writing	Assessment
• Dialogue practice • Pandora's box	• Text • Pandora's box • Moving on	• Starting points • Using a thesaurus. • Answers of question (birthday party)	Yes

Level 5 **Term 1** **Week 2** **Day 1**	**Lesson Plan**

Objective: The learner will be able to

- Read with comprehensions
- Develop vocabulary.

Skill: Reading

Topic: Pandora's Box

Material: Essential English

Procedure: Prepare students for a myth and ask few questions

- Who has created the earth?
- Who breaths life in to human beings?
- Now you will read a myth.

Topic and essential English page 6: Distribute the books and ask students to do the reading in pairs.

Discussion / explanation: Now teacher will discuss and explain the myth to students.

Moving on: Page 17

Now ask students questions from moving on

Feed back:

Level 5 **Term 1** **Week 2** **Day 2**	**Lesson Plan**

Objective: The learners will be able to
- Complete the sentences
- Use a thesaurus

Skill: Writing

Material: Essential English, board, marker

Procedure:
Warm up Q/A: Teacher will ask few questions about previous text.

Starting point: Teacher will write the starting point on the board and students will copy in class work copy.

Essential English: Page 17, task 2
Distribute the books and tell them the use of thesaurus and do the task in book only.

Level: 5 Term: 1 Week: 2 Day: 3	Lesson Plan	Communication

1. **Objectives:** The learners will be able to:
   - ask for something
   - make a polite request
2. **Function:** Asking for something politely
3. **Activity:** Dialogue Practice
4. **Material:** Worksheets

5. Procedure:

a.

- Ask the following
  1. What are the words, you can use for making request? (Please)
  2. Is there any other way of making request (May)

- Explain that:

  "For being polite and courteous, we use the word ' May' for asking permission".

b. **Worksheet**
- Explain the situation
- Read the dialogue with rising and falling tones

c. **Dialogue Practice**
- Saying by the teacher
- Saying after the teacher
- Role play in Groups
- Individual Practice

d. **Further Practice**

Ask them to replace the words and practise in role play.

6. Follow up:

Write few lines about the food you like to eat in lunch.

Level: 5 Term: 1 Week: 2 Day: 3	Lesson Plan	Writing

1. **Objectives:** The learners will be able to: form questions on the past activity
2. **Function:** Asking and answering about past actions
3. **Activity:** Picture reading and writing
4. **Material:** Worksheet (2 pages)

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5. Procedure

a. Pre – Writing

- Talk about birthdays and the gifts. Ask randomly what they got on their last birthdays.

b. Worksheet (Page 1)

- Discuss the picture, given on the worksheet
- Ask questions orally. If you feel, they need more clarification, then explain on the board how questions on the past actions are formed.

c. Worksheet (page 2)

- Discuss the pictures of each shop and take responses.
- Ask them to write questions about the given answer.

d. If time allows ask questions on the remaining pictures.

6. Follow up

'What did you get on your last birthday and what gifts you gave to your friends this year.

Level 5 **Term 1** **Week 2** **Day 4**	**Lesson Plan**

Objective: The learners will be able to
- Know how to write direct speech
- Guess the ending of Pandora's Box

Skill: Speaking and writing

Material: Essential English, board, class work copy

Procedure: Teacher will call two Students in front of class and will say the following dialogue.
- Which game would you like to play today?
- "I would like to play basketball today"

Now teacher will explain the concept of direct speech and will ask Students to complete the sentences of task 1, page 20 in book first then in class work copy.

Discussion: Page 21
Now teacher will discuss with students about Pandora's personality and then students will do Pandora's box in book only. Students will see the picture and will tell the ending of "Pandora's Box" orally with the help of teacher.

Feed back:

Level 5 **Term 1** **Week 3**	**Lesson Plan**

Communication	Reading	Writing	Assessment
• Difference in the pairs of words • Same words with different meaning (shrinking of tree horn)	None	• Placing adjectives into their related groups. • Growing words and root words • Definition parts of speech	None

Level: 5 Term: 1 Week: 3 Day: 1	Lesson Plan	Communication

1. **Objectives:** The learners will be able to:
   - Focus on words with the same sound and different in spelling
2. **Function:** Learning the sound and spelling of the words
3. **Activity:** Word Activity
4. **Material:** Worksheet **(Sound Like........)** (2 pages), Ess. Eng

5. Procedure:

a. Write the following on the board and give examples. Take help from students in taking examples.

> **There are words that sound the same but are different in spellings and meanings.**
> **(there ....their)**

b. Worksheet

Discuss each task one by one. Take oral feedback and then ask them to do. They should work in pairs or groups.

Task 1: **Complete the sentences**

Task 2: **Write sentences**

Task 3: **Complete the sentences**

Task 4: **Correct the spelling**

6. Follow Up:

Choose any task from the worksheet.

7. Free writing. .... 5 Min

Level 5 Term 1 Week 3 Day 2	**Lesson Plan**

Objective: The learners will be able to focus on the words with the same sound and different in meanings.

Activity: Written work

Material: Essential English, board, marker

Procedure:

- Write the following on the board and give examples. Involve Students in taking examples.

There are words that sound the same but in meaning for examples: Their, there

Essential English: page 7

Discuss the task (page 7) take oral feed back then do them in class work copy.

Task 1: Making sentences

Task 2: Changing the adjectives and using nouns

Follow up: Choose any task from page 7 and ask students to do in homework copy.

Level: 5		
Term: 1	**Lesson Plan**	**Writing**
Week: 3		
Day: 3		

1. **Objectives:** The learners will be able to:
   - use **adjectives and adverbs** at their proper places
   - narrate the story events
2. **Function;** Using the appropriate words in the text.
3. **Activity:** Story completion
4. **Material:** Worksheets (**The Princes and the Frog**)

5. Procedure:

a. Discuss the stories of **once upon a time** and the stories of **fairies, witches, king and queen, princes or princess.** Ask them which stories they like to read.

b. **Focus of the task (Adjective - Adverb)**
Write the following examples on the board and explain to them.

Children are happy (Adjective)

Children played happily in the garden (Adverb)

c. **Worksheet**
- Ask them to read the story silently. Put some general questions to check comprehension
- Make groups of three or four members and ask them to complete the story with the help of given Adjective and Adverbs

d. **Peer checking and feedback**

f. Group exchanges their work for correction. Then each group reads out their story to the class.

e. When feedback is over. Ask them to cover up their worksheet and retell their stores orall first to the group members, then to the whole class.

6. Follow Up:

Rewrite the story in your own words.

Level 5 **Term 1** **Week 3** **Day 4**	**Lesson Plan**

Objective: The learners will be able to

- Know the concept of adjective
- Know how to change root words into adjective

Activity: Written work

Material: Essential English, class work copy

Procedure: Ask Students to give the definition of adjectives with examples

Essential English: page 6

Task 1: Growing words

Distribute the books and ask Students to match the root words with their adjectives in book first then in class work copy.

Task 2: Root words (page 6)

Ask students to write the words and give their root words in class work copies teacher will help them.

Follow up: Do task 1 "Growing words" Essential English page 6 in home work copy.

Level 5 Term 1 Week 3 Day 5	**Lesson Plan**

Objective: The learners will be able to define different parts of speech

Activity: Written work

Material: Essential English, class work copy, chart

Procedure:
Preparation: Teacher will prepare a chart and will write a paragraph of her own choice, having all parts of speech. The words of parts of speech (adjective – angry) should be written in red color choose other colors for, parts of speech, written in paragraph.

Presentation: Teacher will paste the chart on the board and will ask Students to read the paragraph and pick out all the (adjectives, verbs, nouns, pronouns, adverbs and all other parts of speech)

Discussion and explanation: Teacher will discuss and explain the concept of parts of speech

Written work: Students will write the definitions of all parts of speech.

Follow up: Make up five silly sentences using words from parts of speech Essential English page 19 in homework copy.

Level 5 Term 1 Week 4	Lesson Plan

Communication	Reading	Writing	Assessment
• Listening exercise (same or different) • Making new words using a, e, i, o, u • Listening text to tick in the boxes	None	• Diary writing • Writing a paragraph on the topic "zoo"	Yes

Level: 5
Term: 1 **Lesson Plan** - **Writing**
Week: 4
Day: 1

1. **Objectives:** The learners will be able to:
   11. Write sentences about future plans in their **diaries.**
   12. Practise the use of "**going to**"
2. **Function:** Telling about future plans
3. **Activity:** Diary writing
4. **Material:** Worksheet

13.Procedure

14. **Pre Writing**
15. Tell them briefly about yourself. What plans you have this year.
16. Ask from your students:

17. Do they have some plans about different things this year?
2. Do they write diaries?

b. Worksheet

Task 1: - Explain that Bronty is a child of Dinosaurs and he is telling us about his future plans. He writes his plans in his Diary

Task 2

18. Discuss what they have planned to do things this year and what are those things
they have planned not to do.
19. Also explain to them that for future planning, we use the structure '**going to**' in
place of future verb – **will**
20. Students can work in pairs or in groups

Peer checking and Feedback

21. **Follow Up:**
Ask your friend and write what she/he is going to do this year.

Level: 5 **Term: 1** **Week: 4** **Day: 1**	**Lesson Plan**	**Communication**

1. **Objectives:** The learners will be able to:
   - Focus on difference in the vowel sound
2. **Function:** learning the sounds and spelling
3. **Activity:** Listening Exercise (**Same or different)**
4. **Material:** Worksheet

5. Procedure

a. - Explain the difference in the vowel sound.
   - Write examples on the board with **–ea**—long sound words and **–i** – short sound words.

(seat --- Sit)

b. **Worksheet**

Task 1:
Say the pair of words properly and ask your student to hear the difference in the vowel sound and repeat after you.

Task 2: (Same or different)
Read some pairs of words from the list. After each pair of words, students indicate and say whether it is "same" or '' different

e.g.: **Tr. :** **SS:**

Tr.	SS
sit, knit	same
sit, set	different

Task 3: You say one word from the list and the students say the word which has a contrasting sound,

e.g. **You say** **"ship"**
Ss say **"sheap"**

Task 4: You read one sentence at a time from the worksheet. Students first listen and then repeat the sentences. Ask them to put a circle around the short sound words and a square around long sound words.

6. Follow Up:

'Make a list of the pairs with contrasting sound'

7. Free writing. .... 5 Min

Level: 5
Term: 1
Week: 4
Day: 2

Lesson Plan **Communic.**

1. **Objectives:** The learners will be able to:
   make new words with the change of the vowel letters
2. **Function:** Pronouncing properly
3. **Activity:** Word Making (**long and short sounds of vowels**)
4. **Material:** Worksheet (2 Pages)

5. Procedure:

a. Prepare your students for revision of **long and short sounds of vowels.**

b. Take a few examples from the worksheet and write them on the board. Explain that vowel letters play magic in making new words, when they stand in the middle or at the end of the words.

(mad — mud)

c. **Worksheet**

Task 1: - First read the words and ask them to pronounce properly
- Then ask them to make new words by adding vowel letters.

Task 2: (Pair Work) making new words.

Peer checking and Feedback

6. Follow Up:

Repeat Task 2. Students can write only five words for each Vowel letter.

7. Free writing. .... 5 Min

Level: 5 Term: 1 Week: 4 Day: 2	Lesson Plan	Communication

1. **Objectives:** The learners will be able to:
   -listen and recall information
2. **Function:** Recalling the events
3. **Activity:** Listening and gap filling
4. **Material:** Worksheet , listening Text (**Space Race**)

5. Procedure:

a. Talk about **space** and **moon.** Check if they have some ideas about **universe planets, space travel.** Prepare them for listing about space information.

b. **1st Listening**

The text is about space race. Ask them to listen only. Read the text properly. **(Listening Text is given below)**

c. Worksheet (*Pair Work*)

2nd Listening

Task 1:Read again and ask your students to listen and do the task (True, False or DK – don't know). Take feedback after peer checking

3rd Listening

Task 2: Read the text again or call a good reader from the students and ask him / her to read for you. Students do the task of gap filling.

d. If time allows ask few questions on the text

6. Follow Up: Repeat the step – C and write questions on the board.

Listening Text

Space Race

The space race began on 4th October 1957, when Russia launched the first satellite, *Sputnik* 1. There was a small radio in the satellite. It went bleep bleep.

Russia's second satellite, *Sputnik 2* went into orbit on 3rd November1957. It carried a dog, Laika. Laika couldn't come back to Earth. She died in orbit.

The first astronaut was Russian too. His name was Yuri Gagarin. He made one orbit to the Earth on 12th April 1961. Gagarin died in a plane crash on 27th March 1968.

Level: 5 **Term: 3** **Week: 4** **Day: 3**	**Lesson Plan**	**Writing**

1. **Objectives:** The learners will be able to:
   - use speech marks properly.
2. **Function:** Learning to use speech marks in writing.
3. **Activity:** Task and exercises.
4. **Material:** Worksheet , Chart

5. Procedure:

a. Ask about Speech Marks and Punctuation marks. Write all the punctuation marks and their explanation on a chart and display it on the board.

. ... **Full stop**
? .... **Question mark**
, ... **Comma**
! .... **Exclamation mark**
: .... **colon**
; .... **semi colon**
"_____" .... **speech marks**

> Exclamation marks and question marks go ***inside*** the speech marks like this:
> **" Where are you going?"**
> **" Out !"**

b. **Worksheet**
Explain each task one by one. Make groups of three or four and ask them to work together.
Peer checking and feed back should be taken for each task.

Task 1.
Task 2.
Task 3.

6. Follow up. Write two simple dialogues using the speech marks on them.

Level: 5 Term: 1 Week: 4 Day: 4	Lesson Plan	Communication

1. **Objectives:** The learners will be able to:
   - Produce the rhyming lines
   - Understand to write wish sentence using **if** ......
2. **Function:** Writing wish sentences
3. **Activity:** Poem Reading and Writing
4. **Material:** Worksheet

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5. Procedure:

a. - Ask if they have the concept of wish and can make wish sentences.
   - Explain, that;
     "Wish sentences begin with if and end at the mark of Exclamation ! "

   - Highlight the mark of Exclamation (!) as a speech mark and a part of punctuation.

b. **Worksheet (Page 1)**
   Task 1: Reading Aloud and Reading silently.

   Task 2:
   Ask them to work in pairs or groups and discuss each line before writing.
   Take oral feedback before asking them to write.

c. If time is left, give them some more ideas of words on the board to write the rhyming lines.

6. Follow Up:

Repeat step - **C**

Level: 5 Term: 1 Week: 4 Day: 4	**Lesson Plan**	**Writing**

1. **Objectives:** The learners will be able to:
   - write paragraph on the topic 'Zoo'
2. **Function:** Composing ideas and writing them in logical order.
3. **Activity:** Narrating and Describing
4. **Material:** Worksheet (**Zoo**)

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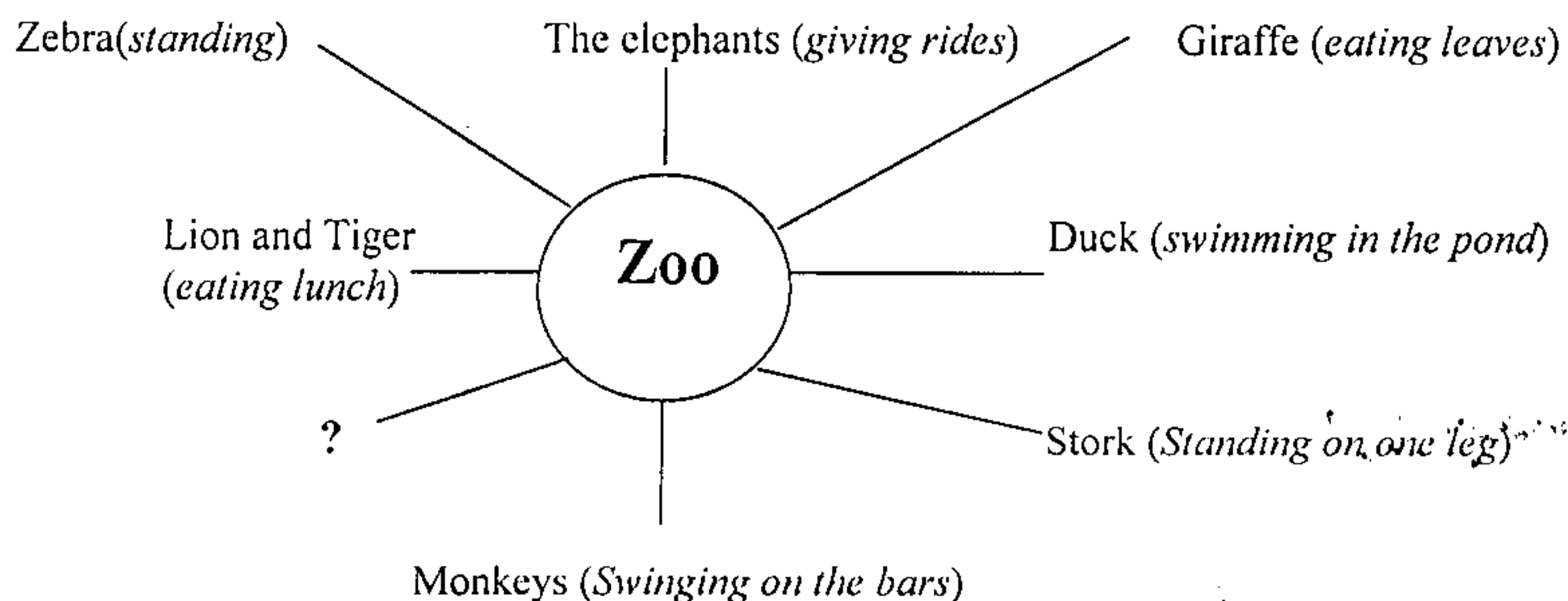
5. **Procedure:**

a. -Talk about holidays and vocation and where they like to go if they are not going out of station.
   - Ask them to think about a place wherewhen they find variety of animals.

b. **Announcement of topic**
   - Write the following sentences on the board
     ' We saw many birds and animals in the Zoo '
   - Take oral responses. Ask them to think what they would like to see in the zoo.

c. **Brain Storming**
   - Draw a circle on the board and write the topic "Zoo" in it.
   - Discuss each point given at the web and write on the board.
   - They can add some more if they like.

d. **Writing**
   Make them sit in groups and write. They should take start with the topic sentence, written at the board and add more sentences under each heading.

Can u think of what you would see in the zoo?

e. **Oral feedback.**

f. After rewriting the paragraph, ask them to draw a map of the zoo, they have just seen in their imagination

6. **Follow up:** Repeat step ---- d.

Level 5
Term 1 **Lesson Plan**
Week 5

Communication	Reading	Writing	Assessment
• Listening text "space race" to tick true false and filling blanks • Missing sentences, silly sentences. • Designing a poster. • Words with same sound with different spellings and listening text.	• Text "Fast feats"	• Punctuating the passage. • Starting points "fast feats"	None

Level: 5
Term: 1 **Lesson Plan** **Writing**
Week: 5
Day: 1

1. **Objectives:** The learners will be able to:
 - understand the difference between main sentence and clause.
 - join the clause with main sentences
2. **Function** Making longer sentences
3. **Activity:** Sentence combining
4. **Material:** Worksheet

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5. Procedure:

a. Write the following on a chart paper using two colours, and display the chart on the board.

> **A sentence is a group of words that makes sense on its own. It always contains a verb.**
>
> **A clause is a separate part of a sentence, which joins with the main sentence with the following words.**

b. Write examples on the board. Use two colours for the main sentence and the clause. Explain the difference between the main sentences and the clause.

- I saw a man in the street **(who was wearing glasses.)**
- This is the book **(that / which has a lot of information.)**
- There is a small house **(where Ahsan lives.)**

c. Worksheet **(Pair / Group Work)**

Task 1
Task 2
Task 3

Peer checking and feedback

6. Follow Up:

Repeat any one of the task from the worksheet.

Level 5 Term 1 Week 5 Day 2	**Lesson Plan**

Objective: The learners will be able to
- Complete the missing sentence
- Punctuate the sentences
- Design a poster

Activity: Written work

Material: Essential English, class work copy ,blank pages

Procedure: Teacher will write the following sentences on the board and will ask Students to complete it.

- Aleena went to the bakery.
  _______? (She bought a cake for her sister)

Essential English: page 14
Teacher will distribute the books and will ask about.

Task 1: Missing sentences and

Task 2: Silly sentences and will make Students write in the book only.

Task 3:Teacher will ask Students then in class work copy

Oral Discussion: page 15
Teacher will discuss different opinion with Students and will discuss task 1 and 2 orally.

Follow up:
Students will design a poster on a piece of paper and express their views on zoo.

Level 5 **Term 1** **Week 5** **Day 3**	**Lesson Plan**

Objective: The learners will be able to
- o Read with comprehension
- o Read about some facts

Skill: Reading comprehension

Topic: Fast feats

Material: Essential English page 10

rocedure:
- Talk about some animals.
  - o Name some animals.
  - o Do you know which is the fastest animal on earth?
  - o Do you know anything about dragon fly?

ential English: page 10
Skimming (Fast reading)
‹ them to put numbers on paragraph
derline the speed of all the animals.

k 1: Moving on page 11
After finding the reading ask questions from moving on.

Level: 5 Term: 1 Week: 5 Day: 3	Lesson Plan	Reading

1. **Objectives:** The learners will be able to:
   1. to read and enjoy the rhythm of poetry
   2. to read for pleasure
2. **Skill:** Reading Aloud
3. **Topic:** **'I wish'**
4. **Material:** Poem Page (**I wish**), Worksheets

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5. **Procedure:**

3. **Pre – Reading**

Ask the following questions

4. **Who is the youngest child in the family?**
5. **Who is the eldest child in the family?**
6. **Do you like to be the youngest?**
7. **Do you like to be the eldest?**

8. Follow the suggested procedure. See orientation pages, given at the back

c. Worksheet

Task 1:
Task 2:

9. Follow Up:

Write any four lines of the poem, you like

Level 5
Term 1 **Lesson Plan**
Week 5
Day 4

Objective: The learners will be able to
- Tell the true / false
- Know how to get information from chart

Activity: Written work

Material: Essential English, class work copy.

Procedure:
Warm up Q/A: Teacher asks few questions about previous text.

Starting points: Essential English page 10
Teacher will elicit starting points from students and will write on the board and Students will copy in class work copy.

Essential English: page 11, task 2
Distribute the books help Students in getting information about the chart and answer the questions in book only.

Feed back:
Follow up: Do task 2, page 11, questions 1 – 4 in homework copy.

Level: 5
Term: 1
Week: 5
Day: 5

Lesson Plan

Communicati

1. **Objectives:** The learners will be able to:
   - learn spellings with the help of sounds.
   - focus on same sound with different spellings, (ea / ee)
2. **Function:** Learning spellings.
3. **Activity:** Word games.
4. **Material:** Worksheet (Spelling games)

5. Procedure:

a. **Explain that;**

"Sometimes words have the same sound but spellings are different."

e.g.......Sea / See

b. **Worksheet**

- The tasks given in the worksheet are spelling games, which can help students to concentrate on the difficult parts of words.
- Explain each task properly. First do it orally with them.
- Each task should follow peer checking and feedback.

Task 1. **Complete the rhymes.**

Task 2. **Make the little words out of the big one.**

Task 3. **Complete these rhymes.**

Task 4. **Make short words from these long ones.**

Task 5. **Fill in the gaps in rhymes.**

6. Follow up:

Repeat any task of the worksheet.

7. Free writing. .... 5 Min

Level: 5 Term: 1 Week: 5 Day: 5	Lesson Plan	Reading

1. **Objectives:** The learners will be able to:
   - to read with understanding
   - to develop vocabulary
2. **Skill:** Reading Comprehension (Silently)
3. **Topic:** Zohra: A True Story
4. **Material:** Text Page(**Zohra: A True Story**), Worksheet

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5. Procedure

a. General discussion and questions.

1. **Do you want to study more?**
2. **How many of you want to study in high school?**
3. **How many want to study in college?**
4. **Why do you want to study more?**

b. Topic and the text page

c. **Worksheets (Pair Work / Group Work)**

Task 1:	**Skimming (Fast Reading)**
Task 2:	**Vocabulary**
Task 3:	**Reference**
Task 4:	**Comprehension**

6. Follow Up:

Write few lines about Zohra

Level 5 **Term 1** **Week 6**	**Lesson Plan**

Communication	Reading	Writing	Assessment
• Sound and their impressions. • Dialogue practice Describing people	• Text "Winter days" • Moving on • Text (The sad story of my pea cock) • Reading aloud. Study skill	• Skill points Flow diagram	None

Level 5 **Term 1** **Week 6** **Day 1**	**Lesson Plan**

Objective: The learners will be able to

- Read the poem and enjoy the rhythm of the poem.
- Reading for pleasure.

Skill: Reading aloud

Topic: Winter days

Material: Essential English page 22

Procedure:
Pre-reading: Ask the following questions:

- What season you like? Why
- What happens in winter season?
- What types of clothes you wear?

Reading in pair: Teacher will help Students to read the poem in rhythmatic way.

Moving in: Teacher will ask questions from moving on page 23

Follow up: Write five sentences about winter season.

Level 5
Term 1
Week 6
Day 2

Lesson Plan

Objective: The learner will be able to

- Write the poetry
- Know how to make a flow diagram

Skill: Writing

Material: Class work copy, chart, color pencils

Procedure:
Warm up Q/A: Teacher will ask few questions about previous text.

Essential English: page 22
Distribute the books, ask Students to read the poem once and do the starting points in book first then in class work copy.

Flow diagram activity:
Teacher will ask Students to open page 23 and discuss what things you need for making a bird table. Teacher will explain the concept of flow diagram. Students will do on the chart.
Feed back:

Level: 5 Term: 1 Week: 6 Day: 3	**Lesson Plan**	**Reading**

1. **Objectives:** The learners will be able to:
   - to read with comprehensions
   - develop vocabulary
2. **Skill:** Reading Comprehension
3. **Topic:** 'A Sad Story'
4. **Material:** Text Page (**A Sad Story**), Worksheet (2 Pages)

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5. Procedure

a. Talk about pets and write their names. Then ask if any one keeps peacock as a pet.

b. Topic and the text page

c. Worksheet

Task 1:	Skimming (Fast Reading)
Task 2:	Vocabulary
Task 3:	Reference
Task 4:	Reference

6. Follow Up:

Write the story in your own words.

Level: 5
Term: 1
Week: 6
Day: 4

Lesson Plan **Communication**

1. **Objectives:** The learners will be able to:
   - focus on sounds and their impression
   - focus on poems that have no rhyming lines
2. **Function:** Understanding the sound impressions
3. **Activity:** Tasks on Poem
4. **Material:** Worksheets (**Drip drip splash splosh**) **(2 Pages)**

5. Procedure:

a.
Prepare your class that they are going to read a poem about getting up in the morning. But the poem does not have rhyming lines, but it has some sounds which describe impressions

b. **Worksheet (Pair / Group Work)**

Task 1 : Poem Reading

Task 2: Task on poem

6. Follow up : Repeat any two tasks from the worksheet.

7. Free writing. .... 5 Min

Level: 5
Term: 1
Week: 6
Day: 4

Lesson Plan **Communication**

1. **Objectives:** The learners will be able to:
   - to describe a person
   - to use adjectives for description
2. **Function:** Describing people
3. **Activity:** Dialogue Practice
4. **Material:** Worksheets

5. Procedure:

a. Talk about their younger sisters and brothers.

b. Prepare your class for dialogue exchange

c. Worksheet

- Explain the situation given in the picture
- Dialogue practice

d. Further Practice

Ask them to take the words from the worksheet and substitute them in the dialogue for role play

6. Follow Up:

Describe any child of your family, you like.

Level 5
Term 1 **Lesson Plan**
Week 7

Communication	Reading	Writing	Assessment
• Sound and spelling (silent letter-w) • Sounds and spelling (silent letter-h) • Listen and draw (preposition)	None	• Essay writing "knowledge is power" • Abbreviation (getting shorter) • Syllables 'homophones'	Yes

Level 5 Term 1 Week 7 Day 1	**Lesson Plan**

Essay

Objective: The learners will be able to

- Know importance of English
- Know that English is an international language

Activity: Discussion + making sentences from out lines.

Material: Board, marker, class work copy

Procedure:

Warm up Q/A:

- Why you come to school?
- For what purpose you are studying?
- Why do you want to learn English?
- Prepare your class for an essay

Activity: Teacher will write the following outline on the board and will ask Students to make complete sentences from them.

Out line:

International language _______ suitable for education _______ countless books _______ other language in English translations ________ interests and tastes rich literature ________ high quality ________ great variety (magazine, books, novel, newspaper, research journals etc)

ESSAY

English is an international language. It is spoken in almost all the countries. English is the most suitable language for higher education, scientific studies and research. It is necessary for travelers, journalist, scholars, diplomats, and businessmen. There are countless books on all subjects published in English. Out standing books of other languages are available in English translation people of different age groups have interest and taste in English. English has vast vocabulary and is rich of literature and has great variety. Some of the world's greatest poets, novelist etc wrote books in English through English we can easily communicate with people of different countries.

Level: 5
Term: 1
Week: 7
Day: 2

Lesson Plan **Communicatic**

1. Objectives: The learners will be able to:
- focus on the words which have **silent letter-w**
- learn the sounds and spelling

2. Function: Practising the correct pronunciation

3. Activity: Word Puzzle Game

4. Material: Worksheet (**Silent letter - w**), chart

5. Procedure:

a. -Prepare class for learning pronunciation of the words which have some silent letters in them.
- Ask them to give you such words

b. Write the focus topic on the board with the examples.

c. **Worksheet**
Write the following lines on a chart and display it on the board. Read the lines aloud and then ask our students to read.

"When w comes before the letter r or the letter h and o ,
it remains silent .'
answer, two, who"

1. **Worksheet**
Explain the task properly and ask them to work in pairs. They should take help from the clues, given at the worksheet. Discuss orally the first one (only) and tell the answer.

Answers

1 two	*2. wrist*	*3. whole*	*4. wrong*	*5. wreck*	*6. wrinkle*
7. wriggle	*8. Wrap*	*9. write*	*10. who*	*11. Wrestler*	*12. answer*
13. sword	*14. Wealth*				

Follow Up:
Write any two words which have silent letter – w

Free writing . ... 5 Min

Level: 5 Term: 1 Week: 7 Day: 3	Lesson Plan	Writing

1. **Objectives:** The learners will be able to:
   - use short form of the words (Abbreviation)
2. **Function:** Using contraction for fluency in writing
3. **Activity:** Word Exercise
4. **Material:** Worksheets (2 pages)

5. Procedure:

a. Explain that

"We often use abbreviation and contraction in speaking and writing and both because it gives beauty and fluency to the language."

b. Worksheet (Pair Work)

- Focus on each task separately and explain it on the board by taking different examples.
- Ask them to do one task at a time.
- Have peer checking before feedback

Note: If you have more time, add more words in each type and ask them to do.

6: Follow Up:

Write five sentence of longer form from Task 4 and ask them to rewrite using shorter form.

Level: 5 Term: 1 Week: 7 Day: 3	Lesson Plan	Communication

1. **Objectives:** The learners will be able to:
   - learn the sounds and spelling of the words, containing **Silent letter - h**
2. **Function:** Practising the Pronunciation
3. **Activity:** Pronunciation Tasks
4. **Material:** Worksheets (**Silent Letter 'h'**)

5. Procedure:

a. Prepare your class for learning pronunciation and spelling.
- Ask them to give you some words, which have silent letters in words. Write them on the board.

b. Write the focus letter – **h** – on the board and also write few examples.

c. Worksheet
Explain each task one by one and ask them to do one at a time.

Task 1: **Say the words in the boxes properly and students repeat after you.**

Task 2: **Circling the odd word which is not pronounced like other words.**

Task 3: **Ask them to find words for examples of each rule**

Task 4: **Students find the words which have silent – h**

6. Follow Up:

Repeat any task

7. Free writing. .... 5 Min

Level 5 **Term 1** **Week 7** **Day 4**	**Lesson Plan**

Objective: The learners will be able to

- Break words into smaller parts called syllables.
- Know that same sound words have different meanings

Skill: Writing

Material: Essential English, class work copy

Procedure: Teacher will write the following words on the board and will ask students to read out the words into parts and do clapping according to the syllables.

Essential English book: Task 1 syllables
Distribute the Essential English page 24 do task 1 in book only.

Task 2: Homophones
Write two words on the board (piece and peace). Ask Students to make sentences of these words but also give the concept of homophones. Then explain all the pair of words from book. Write them on the board and Students will copy the sentences in class work copies.

Follow up: Do Task 1, page 24 in homework copy.

Level: 5 Term: 1 Week: 7 Day: 5	Lesson Plan	Communication

1. **Objectives:** The learners will be able to:
   - listen and follow
   - focus on preposition and prepositional pharases.
2. **Function:** Learning the directions
3. **Activity:** Listen and Draw
4. **Material:** Worksheet (**Fixing up the kitchen**)

5. Procedure:

a. Prepare the class for drawing
b. Write the following prepositions on the board and check if they are clear about them

against, in front of, on the left , on the right next to, between, on the right, in the corner in the middle of,

c. Worksheet
- Read each description properly and ask them to draw at the worksheet
- Explain the task. Ask them to work in pairs

Listening Text

1. **The dryer is against the wall opposite the living room door.**
2. **The sink is in front of the window.**
3. **The bin is on the left of the living room door.**
4. **The cooker is next to the bin, against the wall.**
5. **The washing machine is between the cooker and the sink.**
6. **The fridge is on the right of the dryer.**
7. **The broom cupboard is in the corner near the fridge.**
8. **The table and chairs are in the middle of the room.**
9. **The mat is in front of the sink.**
10. **The food cupboard is against the wall opposite the washing machine.**
11. **The vegetable rack is between the dryer and the food cupboard.**
12. **The waste paper basket is in the corner on the right of the living room door.**

d. Feedback
- Ask them to compare their work with their partners.
- Ask similar question to practise the use of **preposition.**

e.g. **1. Where is the dryer?**
2. Is the dryer near the wall?

6. Follow Up:

Draw the sketch of your mother's kitchen

Level 5 Term 1 Week 8	**Lesson Plan**

Communication	**Reading**	**Writing**	**Assessment**
• Using stress and intonation in speech (shifting)	• Text "I'll help you"	• Thank you letter writing (Informal) • Writing accurately.	Yes

Level: 5 Term: 1 Week: 8 Day: 1	Lesson Plan	Writing

1. **Objectives:** The learners will be able to:
   - write thank you letter
   - write informal letter
2. **Function:** Saying Thank You
3. **Activity:** Letter Writing (Informal)
4. **Material:** Worksheets, chart

5. **Procedure:**

   a. Explain to them that;

   > **"Saying thank you is very important but saying it in a letter is a special way of saying Thank you. You can say thank you for a lot of things. *Thank you letter* is an informal way of writing."**

   - Notice the following things in Thank you letters
   - Write the following on a chart and display it on the board.
     - **Informal letters can be written to the elders who are close to you and also to the friends.**
     - **Writing address is not compulsory**
     - **Date is must**
     - **Notice the use of comma – only at the beginning and at the date**
     - **Letter starts with Dear / My dear.......**
     - **First line starts with thank you words**
     - **Write few lines about the things you are saying thank you.**
     - **Add some news.**
     - **End the letter with.............. *Love from* on a separate line.**

   b. Check by asking oral questions about the chart instructions

   c. **Worksheet**

   Task 1: Explain the task and ask them to read silently. Then ask oral questions about the letter. The questions should highlight the points of the chart instruction.

   Task 2: Divide the class in groups. Assign the tasks to different groups. If groups are more in number, you can repeat the topic or you can add more situations.

   d. **Peer checking and Feedback**
   - Students exchange their letter for peer checking
   - After peer checking, each group reads out the letter to the class.

6. **Follow Up:**
   Ask them to rewrite the letter, taking a different situation.

Level: 5 Term: 1 Week: 8 Day: 2	**Lesson Plan**	**Communication**

1. **Objectives:** The learners will be able to:
   - to use stress and intonation in speech
   - shift stress according to the sentences
2. **Function:** Using stress for meaningful speech
3. **Activity:** Stress shifting
4. **Material:** Worksheet (2 pages)

5. Procedure:

a. Explain to your students that

Rising and falling tone or use of stress changes the meaning and message of the speech.

e.g. 1. **I went to Pindi**
(If you put stress on Pindi, then it means that I went no where except Pindi)

2. **I went to Pindi.**
(No one except me when to pindi)

b. Worksheet

Task 1:

- Read the dialogue, putting stress on the dotted words.
- Ask your students to follow you.
- Discuss and ask why a different word is stressed in each answer and what it means.
- Call two students for role-play and ask them to say the dialogue with proper stress and intonation on marked words.
- Ask them to write questions according to the stressed words.

Task 2: **Questions**

- Have you found fifty Rupees?
- Have you lost fifteen rupees?
- Have you lost fifty Dollars?
- Has Jamil lost fifty rupees?

- Has you sister broken her arm?
- Has you sister cut her leg?
- Has you cousin broken her leg?
- Has Amir's sister broken her leg?

- Have the Jadoons bought flat in London?
- Have the Khans rented a rented in London?
- Have the Khans bought a house in London?
- Have the Khans bought a house in Karachi?

Level: 5 Term: 1 Week: 8 Day: 3	Lesson Plan	Writing

1. **Objectives:** The learners will be able to:
   - learn the use of no article.
2. **Function:** Writing accurately
3. **Activity:** Exercises
4. **Material:** Worksheet (2 pages), chart

5. Procedure:

a. - Prepare a chart with the following (use two colours) Display the chart on the board.
- Explain the proper use of definite article --- **the.**
- Write few examples on the board.

> ***We do not use the definite article* the *when we talk about things in general.***
>
> | Things in general | Definite things |
> |---|---|
> | **Cats are my favourite pets.** | **The cats are in the garden.** |
> | **Anny loves music.** | **The music is very loud.** |

b. **Worksheet (Pair Work)**

Task 1

Task 2

Task 3

Explain each task properly. Ask them to do one take at a time. They should move the next task after peer checking and feedback

6. Follow Up

Repeat Task 3

Level: 5
Term: 1
Week: 8
Day: 4

Lesson Plan **Reading**

1. **Objectives:** The learners will be able to:
   - read with comprehension
   - develop vocabulary
2. **Skill:** Reading comprehension (Reading Silently)
3. **Topic:** I'll help you
4. **Material:** Text Page (**I'll help you**), Worksheet (2 pages)

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5. Procedure

a. **Text Page**

-Write the topic on the board and ask them to have a look at the page. Then ask the following questions. (write questions on the board).

1. **Is it a story? / dialogue? / description?**
2. **Who are talking to each other? What are their names?**
3. **Are they girls or boys?**
4. **What are they talking about?**
5. **What is Memna?**

b. **Reading Comprehension**

Task 1 } **Task 2**	**Skimming and Scanning (Fast Reading)**
Task 3	**Reference**
Task 4	**True / False**
Task 5	**Reference**

6. Follow Up:

Write one or two lines about each.

Memna, Mano, Aspa, Gury, Moti

Level: 5 Term: 1 Week: 8 Day: 4	Lesson Plan	Reading

1. **Objectives:** The learners will be able to:
   - read with correct pronunciation
   - narrate events of the story
2. **Skill:** Reading Aloud, Narrating a story
3. **Topic:** 'I'll help you'
4. **Material:** Text page of the previous lesson (**I'll help you**) Paper Masks, Worksheet (All MS)

5. Procedure:

a. Reading Aloud **(20 Mins.)**

1. Ask them to open the text page of the previous lesson.

Divide the class into groups of five and give them the dialogues of **(Memna, Mano, Moti, Aspa and wolf) to each group**. You can make paper masks for role play. Ask them to say their dialogue for role-play.

2. Ask students to tell story to each other. Divide them again in four groups. Each member of the group tells a part of the story and thus a group tells story in the same manner and the class listens.

b. Worksheet : Dictionary skill (All Ms)

Explain the task given in the worksheet

6. Follow Up:

Write the story in your own words and draw the pictures of some characters.